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ABSTRACT

In 1978, the Joint Task Force on Sex Equity established by the National Advisory Council on Vocational Education and the National Advisory Council on Women's Educational Programs surveyed all State Directors of Vocational Education to determine whether the Sex Equity Coordinators were being appointed and were functioning as specified by the law. The Joint Task Force proposed to use the survey information to assist the states in complying with the new sex equity requirements. Of the 51 questionnaires sent to the states and the District of Columbia, 50 were returned. The survey requested information about the Sex Equity Coordinators' functions, backgrounds, positions in administrative structures of the state departments of education, and operating budgets. The findings indicated that most states had adequately complied with the law in establishing and funding the position of Sex Equity Coordinator. The Coordinators' access to high level administrators varied, but 66% had high or moderate access. The Coordinators' qualifications and their job descriptions generally appear to be congruent with the functions listed in Section 104.75 of the regulations. However, areas relative to Title IX appear not to have been accorded similar emphasis in the various job descriptions. (8M)

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**VOCATIONAL EDUCATION
SEX EQUITY COORDINATORS'
SURVEY RESULTS**

**From the
NACVE-NACWEP
JOINT TASK FORCE ON SEX EQUITY**

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INTRODUCTION

A major purpose of the Vocational Education Amendments of 1976 (P.L. 94-482 which became law on October 1, 1977) is to eliminate sex bias and sex stereotyping from Federally assisted vocational education programs. Among other provisions, the law mandates that each State reserve at least \$50,000 of its basic grant of Federal funds to support the activities of a full-time Sex Equity Coordinator whose function is to facilitate progress toward sex equity in vocational education.

Early in 1978, the Joint Task Force on Sex Equity established by the National Advisory Council on Vocational Education and the National Advisory Council on Women's Educational Programs surveyed all State Directors of Vocational Education to determine whether the Sex Equity Coordinators were being appointed and were functioning as specified by the law. The Joint Task Force proposed to use the survey information to assist the States in complying with the new sex equity requirements.

RESULTS

Of the 51 questionnaires sent to the States and the District of Columbia, 50 were returned. The survey requested information about the Sex Equity Coordinators' functions, backgrounds, positions in the administrative structures of the State Departments of Education, and operating budgets. The responses in each area follow.

FUNCTIONS OF THE SEX EQUITY COORDINATORS

Forty-six of the respondents submitted formal job descriptions for the coordinators, one provided an informal description and three forwarded no job description. Review of the job descriptions shows a high level of congruence with the functions outlined in the law (see Appendix C).

Most respondents summarized the main duties of the position as facilitating equal opportunities in vocational education programs to persons of both sexes and eliminating sex discrimination and sex stereotyping from all vocational education programs. However, in 62 percent of the descriptions, the duties relating to Title IX (items c and 1 of Section 104.74 of the regulations) were excluded or highly generalized. Review of the organizational charts submitted by the respondents suggests that other staff, presumably Title IX Coordinators may be performing these functions in some States. (To satisfy Section 104.75 in these cases, Sex Equity Coordinators must maintain close cooperative working relationships with Title IX staff.)

BACKGROUND AND EXPERIENCE OF SEX EQUITY COORDINATORS

The background experiences of the individuals appointed as Sex Equity Coordinators were widely varied and reflected many combinations of experience.

The survey showed 41 female and two male coordinators. (Initial information suggested that seven States had not appointed permanent staff; however, recent materials indicate that this is no longer the case.) Of the 43 appointees, 74 percent had experience in vocational education (especially business and home economics); 26 percent in guidance and counseling, and 44 percent in supervision or administration. Thirty-seven percent had some experience in the area of discrimination and 16 percent had worked directly with Title IX.

COORDINATORS' POSITION IN THE ADMINISTRATIVE STRUCTURE

Forty-one of the respondents submitted formal organizational charts, three submitted informal charts and six did not furnish any materials on organization. Most of the respondents indicated that the position of the Coordinator was in the executive level of the State's organizational structure. The location of the position was rated in four categories:

High -- direct line of communication to high level administrator within the State Department of Vocational Education or higher.

Moderate -- clear line of communication to high level administrator in the State Department of Vocational Education, but in competition with five to 10 other divisions.

Remote -- remote lines of communication to high level administrators, usually through several other people; very low on the organizational chart.

Questionable -- either no chart was available or the position was unclear.

A summary chart of the status of Sex Equity Coordinators in the organizational structures of the States follows:

SUMMARY OF STATUS OF SEX EQUITY COORDINATORS
ON
ORGANIZATIONAL CHARTS

	Total Number	Percent
High	24	48%
Moderate	9	18%
Remote	11	22%
Questionable	6	12%
Totals	50	100%

The chart indicates that a majority of the Coordinators have moderate to high access within the State's organizational structure.

In a few cases the Coordinator was clearly located outside the State Department of Vocational Education. For example, in Kentucky the position was located in the Office of Legal and Legislative Services with a

direct line of communication with the Superintendent of Public Instruction. The Michigan Coordinator was housed in the Office of School and Community Affairs. In Pennsylvania the Coordinator reported directly to the Executive Deputy Secretary of the Department of Education with liaison to the Director of the Bureau of Vocational Education.

SEX EQUITY COORDINATORS' BUDGET INFORMATION

Each State desiring to participate in the program is required to reserve at least \$50,000 from the basic grant of Federal funds allocated under the Vocational Education Amendments of 1976 to support the personnel working full-time to carry out the functions set forth in the law. Thirty-four respondents provided budget information; twenty of these gave a specific breakdown. Most States reported budgeting \$50,000, the minimum required by law.

Review of the budget breakdowns showed that the bulk of funding is allocated to such personnel costs as staff salaries and benefits. Budgets for staff salaries and benefits varied from \$16,000 to \$42,950 with a mean of \$26,808. Three States budgeted in excess of \$40,000 for salaries and benefits. Two of these States also had total budgets in excess of \$50,000. (The salary of the Coordinator was not consistently reported as a separate item.) Allocations for travel ranged from \$2,500 to \$16,350 with a mean of \$5,801. Varying amounts were budgeted for such items as workshops, contractual services, consultant fees, communications, equipment and supplies.

SUMMARY

Survey findings indicate that by early 1978, most States had adequately complied with the law in establishing and funding the position of Sex Equity Coordinator. The Coordinators' access to high level administrators varied, but 66 percent had high or moderate access. The Coordinator's qualifications and their job descriptions generally appear to be congruent with the functions listed in Section 104.75 of the regulations. However, areas relative to Title IX appear not to have been accorded similar emphasis in the various job descriptions. (As indicated earlier, it may be that this item is being adequately pursued in cooperation with various other State personnel.)

APPENDIX A

DISTRIBUTION OF RETURNS, JUNE 1978

	With Hired Coordinators	Without Hired Coordinators	Total
Number of Responses	43	7	50
Number of Non-respondents	--	--	1
Number of Questionnaires Mailed	--	--	51

Credit

* "Equal Rights for Women in Education, A Model Policy Statement and Guidelines for Implementation: Vocational Education": Education Commission of the States. May 1977.

Vocational Education Sex Equity Coordinator Survey

I. Sex Equity Coordinator's Name: _____

Address: _____

Phone: _____

II. Please submit:

1. Job Description for Sex Equity Coordinator.
2. Organization chart which identifies the location of the Vocational Education Equity Coordinator's position and relationship to other offices.
3. Approved budget for sex equity unit.

III. Other

1. Describe major relevant experience or background of Sex Equity Coordinator.

2. Is another agency (e.g., community college board) responsible for monitoring compliance with sex equity mandate of V.E.A.? Yes ☐ No ☐

If yes, please list name and address of contact person.

Please return this questionnaire to NACVE, Attention Ralph Bregman, by 1-27-78.

APPENDIX C

RULES AND REGULATIONS

§ 104.75 Functions of full-time personnel.

Personnel designated under § 104.72 shall work full time to:

(a) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State board in publicizing the public hearings on the State plan in accordance with § 104.165(a);

(b) Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State;

(c) Develop and support actions to correct problems brought to the attention of this personnel through activities carried out under paragraph (b) and § 104.78, including creating awareness of the Title IX complaint process;

(d) Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act;

(e) Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the State for sex bias;

(f) Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

(g) Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and

(h) Make available to the State board, the State advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the State concerned about sex bias in vocational education, information developed under this section;

(Sec. 104(b)(1); 20 U.S.C. 2304.)

(i) Review the self-evaluations required by Title IX; and

(Implements Sec. 104(b)(1); 20 U.S.C. 2304.)

(j) Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval.

(Secs. 104(b)(1), 109(a)(3)(B); 20 U.S.C. 2304, 2309.)